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ABSTRACT

This book calls for a radical reappraisal of the phenomenon of literacy, and hence for a profound shift in educational practice. Through close attention to the multitude of objects which children constantly produce (drawings, cuttings-out, writings, collages), the book suggests a set of principles that reveal the underlying coherence of children's actions in making meanings, allowing educators to see them in relation to their own moves into writing. The book provides a fundamental challenge to commonly held assumptions about language and literacy, thought and action. It places that challenge in the context of speculation about the abilities and dispositions which will become essential for children as they become young adults in the decades ahead, and it calls for the radical decentering of language in educational theory and practice. Chapters in the book are entitled: (1) Literacy, Identity and Futures; (2) "My Gawd, I Made It like Australia": Making Meaning in Many Media; (3) Making Sense of the World: "The Seagulls Are Reading the Newspaper"; (4) Drawing Letters and Writing Dinosaurs: Children's Early Engagement with Print; (5) "You Made It like a Crocodile": A Theory of Children's Meaning-Making; (6) Literacy and Theories of Language; (7) Teaching Literacy, Learning Literacy; and (8) Futures. (NKA)

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